

Crosswalk: Previous versus New Music PreK-12 Educator Preparation Program Standards

General Information about this Revision:

- » After careful consideration and discussion, the 9 standards as previously adopted were amended and refined to align with accreditation standards of both the National Association of Schools of Music (NASM) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, the new InTASC Standards were consulted to ensure that meeting the newly revised standards would provide a smooth transition into the classroom.
- » Careful consideration was given to aligning all three areas of licensure to make them more consistent.
- » After deliberation, the consensus of the committee was to reduce the current 9 standards to a total of 7. Redundant material was removed, while other knowledge and performance indicators were moved to standards that were more relevant.
- » Standards 2 and 3 were merged to encompass the composition, arrangement, and improvisation music within the classroom.
- » Standard 6 was merged with Standard 5 to create a comprehensive approach to musical analysis within the context of music teaching.
- » The new Standard 6 addresses assessment of student learning in the music classroom.
- » Standard 7 was integrated throughout musical pedagogy, listening, and analysis (Standards 1 and 4).
- » Knowledge and Performance Expectations from Standard 8 were found in Standards 1,4, & 6 and were summarily moved to their respective standards. Those that did not fit were included in the new Standard 7.
- » Finally, the new Standard 7 was recreated to encompass professionalism and reflective practice. Most of old standards 8 and 9 were refined and regrouped to better reflect the expectations of our future educators. The document below will highlight the main points of interest when comparing the new standards with the old.

Standard 1

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 1: The teacher of general music has skills in teaching and evaluation techniques for vocal, instrumental, and general music.	Standard 1: The teacher of PK-12 music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music.	<p>Use of the term pedagogy which is more inclusive of the entire instructional process. Also, subcategories were listed to delineate types of pedagogy skills (planning, delivering instruction and assessment).</p> <p>Additions to: <u>Content Knowledge indicators:</u> 1.3 The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing. <u>Professional Skills indicators:</u> 1.7 The teacher develops pedagogy appropriate for various developmental stages, and models/implements</p>

		musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
Standard 2		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2: The teacher of general music has skills in improvising melodies, variations, and accompaniments.	Standard 2: The teacher of PK-12 music has skills in creating, arranging, and improvising.	Change of terminology from general to PK-12. and revision of skill terms (create, arrange, improvise) to better align with state music standards.
Standard 3		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3: The teacher of general music has skills in composing and arranging music.	Standard 3: The teacher of PK-12 music has skills in reading and writing music.	Formerly Standard 4 Additions to: Professional Skills indicators: 3.5 The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions. 3.6 The teacher selects, maintains, and integrates technology to facilitate music reading and writing.
Standard 4		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4: The teacher of general music has skills in reading and writing music.	Standard 4: The teacher of PK-12 music has skills in listening to, analyzing, describing, and performing music.	Formerly Standard 5 Additions to: <u>Professional Skills indicators:</u> 4.5 The teacher describes and models relevant performance practices, techniques, and compositional devices.
Standard 5		

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: The teacher of general music has skills in listening to, analyzing, and describing music.	Standard 5: The teacher of PK-12 music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education.	<p>Additions to: <u>Professional Skills indicators:</u> 5.2 The teacher evaluates a varied repertoire of music through planning, engaged instruction, performance, and assessment. 5.3 The teacher demonstrates effective strategies for student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.</p>
Standard 6		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6: The teacher of general music has skills in evaluating music and music performances.	Standard 6: The teacher of PK-12 music can assess musical knowledge and skills.	<p>Old Standard 6 has been incorporated into Standard 5. New Standard addressing student assessment.</p> <p>Additions to: <u>Content Knowledge indicators:</u> 6.1 The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions. <u>Professional Skills indicators:</u> 6.2 The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.</p>
Standard 7		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 7: The teacher of general music has an understanding of music in relation to various historical periods and cultures.	Standard 7: The teacher of PK-12 music demonstrates professional responsibility and reflective practice.	<p>New standard addressing professional and reflective practice in education.</p> <p>Additions to:</p>

		<p><u>Content Knowledge indicators:</u></p> <p>7.1. The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.</p> <p>7.2. The teacher is aware of the impact of a music program within a community.</p> <p>7.3. The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.</p> <p><u>Professional Skills indicators:</u></p> <p>7.4. The teacher articulates a philosophy of music education.</p> <p>7.5. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.</p> <p>7.6. The teacher acknowledges the unique musical contributions of cultural diversity.</p> <p>7.7. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.</p> <p>7.8. The teacher operates and maintains musical instruments and equipment.</p> <p>7.9. Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.</p> <p>7.10 The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.</p>
Standard 8 (OLD - Now Omitted)		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard 8: The teacher of general music has skills in establishing effective music-learning environments.	incorporated into Standards 1,4, 6, & 7	Standard 8 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.
Standard 9 (OLD - Now Omitted)		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 9: The teacher of general music advocates for the school music program in the community at large.	incorporated into Standard 7	Standard 9 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.